

SAMPLE PAPER



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Level 1 English

1.3: Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence

Credits: Four

Check that you have completed ALL parts of the box at the top of this page.

Check that you have been supplied with the resource booklet for English 1.3.

You should answer ALL parts of ALL questions in this booklet.

If you need more space for any answer, use the page(s) provided at the back of this booklet and clearly number the question.

Check that this booklet has pages 2–9 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO YOUR TEACHER AT THE END OF THE ALLOTTED TIME.

Achievement Criteria		
Achievement	Achievement with Merit	Achievement with Excellence
Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence. <input type="checkbox"/>	Show convincing understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence. <input type="checkbox"/>	Show perceptive understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence. <input type="checkbox"/>
Overall Level of Performance <input checked="" type="checkbox"/> Not Achieved		

You are advised to spend 60 minutes answering the questions in this booklet.

Assessor's
use only

QUESTION ONE: WRITTEN TEXT – PROSE

Refer to Text A, *The Twilight Tales of Oamaru*, in the resource booklet to answer Question One.

Read lines 1-10 ("In the concrete darkness ... in baited anticipation.").

- (a) In your own words, describe ONE aspect of setting that the writer uses to suggest that the *Oamaru Twilight Tales Tour* will be exciting, and give an example.

(i) Aspect of setting: lots of description.

The candidate has not provided an aspect of setting.

(ii) Example: In the concrete darkness of Smith's Grain Store three candles flicker.

- (b) Explain how the aspect of setting that you described in (a) helps the writer to show that the tour will be exciting. Support your answer with examples from the text.

The way the first 1-10 lines are written with lots of description makes it more exciting because it gives the reader a clearer picture of the setting. "Three candles flicker", "wavering monster".

The candidate's explanation lacks specificity: "gives a picture of the setting" lacks detail. Using quotations to answer the question without explanation is not enough.

- (c) Explain how this aspect of setting links with other aspects such as character, style etc in lines 1-10 to show that the tour will be exciting. Support your answer with examples from the text.

The author Amelia Normans writing style and character is linked by her style-using lots of detail/description and specifics. Her writing style is used well in this story by creating excitement and tension "Outside, wind crashes against the limestone walls and rain scratches on the ancient windows." She uses specifics like limestone walls and adjectives like ancient windows.

The candidate has provided a vague explanation. The attempt to make the quotation answer the question is not enough

(d) Look at Text A as a whole.

Assessor's
use only

Explain how the writer shows you that the *Oamaru Twilight Tales Tour* is an exciting tourist attraction. Support your answer with examples from the text.

In your answer, you could cover some of the following aspects:

- ideas
- imagery/style
- structure
- narrative point-of-view
- text conventions of travel writing.

The candidate has provided no adjectives or examples of imagery. The structure of the discussion is non-specific, containing no aspect of structure, no explanation of why New Zealand words make the tour an exciting tourist attraction. The comment "... add more detail to the picture in our minds" is not enough to demonstrate understanding.

Amelia Norman the author of 'Oamaru Twilight Tales Tour' expresses ~~what~~ in her prose that this place is a exciting tourist attraction by creating imagery with her style of writing. Her style creates imagery by using details/specifics to the story making the story easy for us to picture. She also uses great adjectives - describing words which add more detail to the pictures in our minds. By doing this she creates a exciting picture in our heads of what the tourist attraction is like. Her structure of this prose is also a key ~~point~~ way she expresses excitement through her writing. ~~She~~ In the first paragraph in this prose she ~~gives~~ makes us guess what the story could be about by describing one of the stories told on the tour. We then find out in the next paragraphs that, that story was told ~~in~~ on this tourist attraction. Also in the first two paragraphs we find out that the piece of prose is written about a place in New Zealand. ~~Why~~ We discover this by reading the words Limestone and Oamaru. Amelia Norman put those New Zealand words in there to show that the setting is in NZ. This is then more exciting for us because living in NZ it relates to us.

The candidate has not shown sufficient understanding, as evidenced by statements that are lacking in support and explanation.

N

QUESTION TWO: WRITTEN TEXT – PROSE

Assessor's
use only

Refer to Text A, *The Twilight Tales of Oamaru*, in the resource booklet to answer Question Two.

Read lines 1-10 ("In the concrete darkness ... in baited anticipation.").

- (a) In your own words, describe ONE interesting aspect of the character of Annette, the tour guide, and give an example.

- (i) Aspect of character: Annette is described ~~in a way~~ as a good actress.
- (ii) Example: Annette continually morphs before our eyes.

- (b) Explain why the aspect that you described in (a) helps you understand what Annette is like. Support your answer with examples from the text.

Annette is ^{described as a} very energetic person and a very good actress. This helped me understand what she ~~was~~ ^{is} like because she is described as a very good actress which gave me the feeling that she loves her job as ~~an~~ a tour guide and story teller.

Read lines 11-29 ("Annette starts with ... tell you about that.").

- (c) Explain how the writer develops this aspect of Annette's character in the rest of the text. Support your answer with examples from the text.

~~She shows that~~ She ~~is a~~ confirms that Annette is actually the tour guide who is acting all these characters and people. She is not the monster in the "Smith's Grain Store" like she was in the first paragraph. We are shown the reality.

(d) Look at Text A as a whole.

Explain how the writer shows you that Annette has an important role in the *Oamaru Twilight Tales Tour*. Support your answer with examples from the text.

In your answer, you could cover some of the following aspects:

- ideas
- style/imagery
- structure
- narrative point-of-view
- text conventions of travel writing.

The author shows the importance of the role of Annette through his ideas. As the individual was saying how good Annette is we are shown that Annette was the person that made the tour good and she was the reason they enjoyed it.

N

Assessor's
use only

N

QUESTION THREE: WRITTEN TEXT – POETRY

Assessor's
use only

Refer to Text B, *The Pot Plant Tree*, in the resource booklet to answer Question Three.

Read lines 1–14 ("I haven't seen you ... watered those plants.").

- (a) In your own words, describe ONE detail you are told about the pot plants that helps you to understand the friendship and give an example.

- (i) Detail: How the person knows what the other person did in the memory.
- (ii) Example: "And you called yours Theodore"

- (b) Explain why the detail that you described in (a) helps you to understand the friendship between the two individuals. Support your answer with examples from the text.

In a good friendship like this one you have memories together. This person is remembering a memory and remembers what it's friend did. ~~What understood~~ I understood the friendship as being strong and old. We are given the ^{assumption} ~~assumption~~ that there are a lot of memories. ~~What~~ "Tonight I remembered how we..."

- (c) Explain how the poet uses symbolism in lines 1-14 to develop the idea of friendship. Support your answer with examples from the text.

The poet uses the pot plants as a symbol of their friendship. The one individual is writing a letter to it's friend about the memory of the pot plants that they stole together one time. The pot plants symbolise the memory that the two individuals spent together a while ago which shows that the author wanted the readers to understand that this is a old and strong friendship. The letter that is being written is another symbol that they are writing to each other to keep in touch.

(d) Look at Text B as a whole.

Explain how the poet's feelings about the friendship are developed. Support your answer with examples from the text.

In your answer, you could cover some of the following aspects:

- ideas
- imagery
- style
- structure
- narrative point-of-view.

The poet's ideas are expressed in this poem by expressing the idea of memories and friendship. The pot plants were used as a symbol of their friendship. They stole them together and they lived in the same house/flat. But when the one individual moved out its plant died which symbolises ~~the missing what~~ in the effect of the individual who stayed - that person missed its friend. The style of the poem is written like the individual is writing a letter which is helpful for us to understand the feelings of the friendship - still keeping in touch even though they are not together. The poet also shares ~~in~~ his feelings about the friendship with the structure of the piece it is only written by one of the individuals ~~what~~ - about a memory shared together. The pot plants are the symbol that links the two individuals' friendship together.

A

Assessor's
use only

A